# Learner Outcome Measures for Further Education, Work-Based Learning and Adult Community Learning: 2014/15

The latest figures on learner outcomes in the Further Education (FE), Work-based Learning (WBL) and Adult Community Learning (ACL) sectors in Wales show:

- The overall learning activity success rate for FE in 2014/15 was 86 per cent.

- The WBL apprenticeship framework success rate was 82 per cent.

- The overall learning activity success rate for ACL was 88 per cent.

Chart 1: Trends in learner outcomes
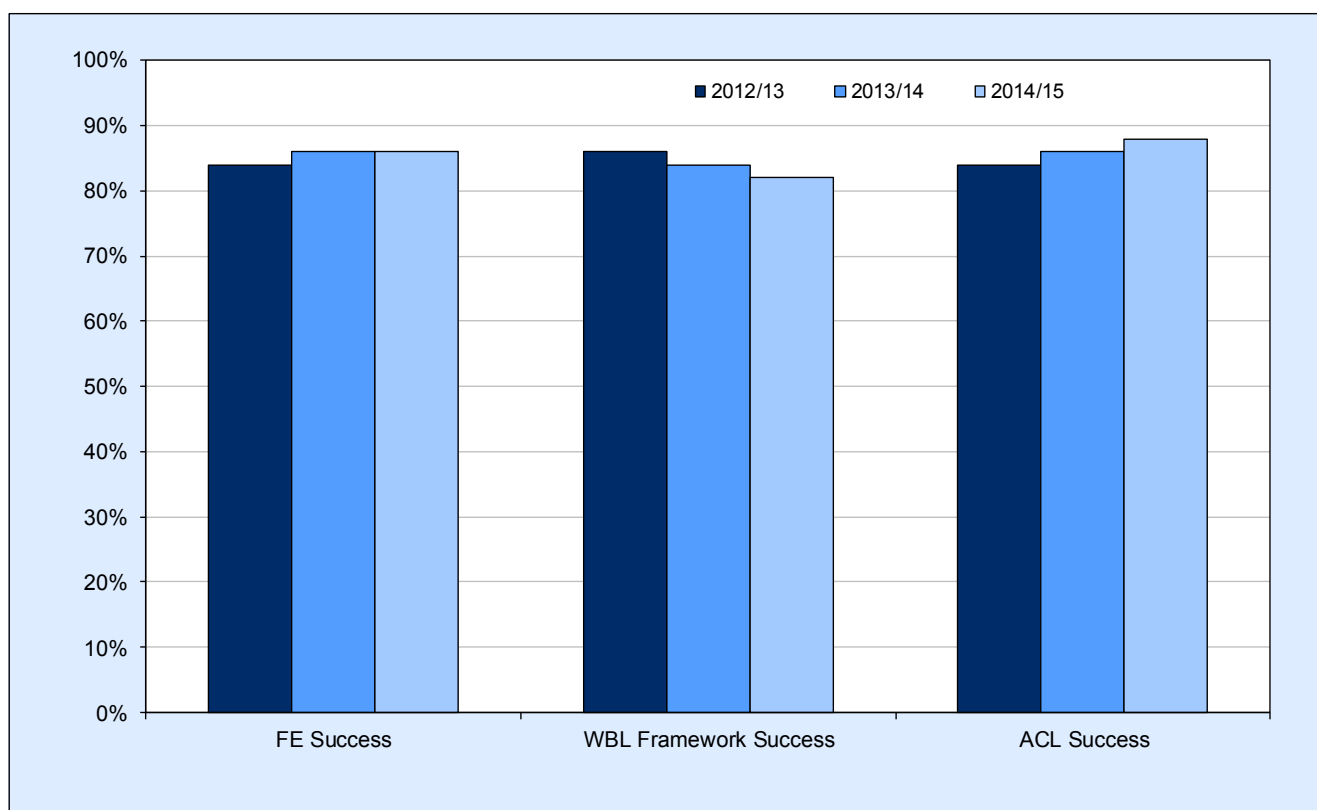
In 2011/12, a set of data management principles were issued to learning providers to address inconsistencies in the recording of data. Pages 5 to 7 of this release provide further detail regarding the continuing impact of these principles on national figures.

Llywodraeth Cymru
Welsh Government

Outcomes in further education

Across all further education programmes in 2014/15, 91 per cent of learning activities were completed and of those activities with an assessable outcome, 94 per cent were attained. Overall, 86 per cent of learning activities were successfully completed and attained.

In 2014/15 a new Post-16 Planning and Funding Framework was introduced, based on programmes of learning designed to support progression to further learning or employment. Each programme comprises one or more main qualifications (such as A Levels or a BTEC Diploma), together with additional qualifications which support the development of essential skills and help ensure that the individual learner's needs are met. This year, we are publishing completion, attainment and success measures based on main qualifications for the first time. 82 per cent of main qualifications were successfully completed and attained. The success rate for main qualifications is 4 percentage points lower than the success rate for all qualifications.

Analysis of FE success rates by sector/subject area (Chart 2) shows that:

- Success rates were highest in the areas of Independent Living Skills; Adult Basic Education; Hospitality and Catering; Retailing and Customer Service; and Languages, Literature and Culture.
- Success rates were lowest in the areas of Social Sciences; Science and Mathematics; Business Administration and Law; Hair and Beauty; and History, Philosophy and Theology.

Chart 2: FE learning activity success rates by sector/subject area, 2014/15
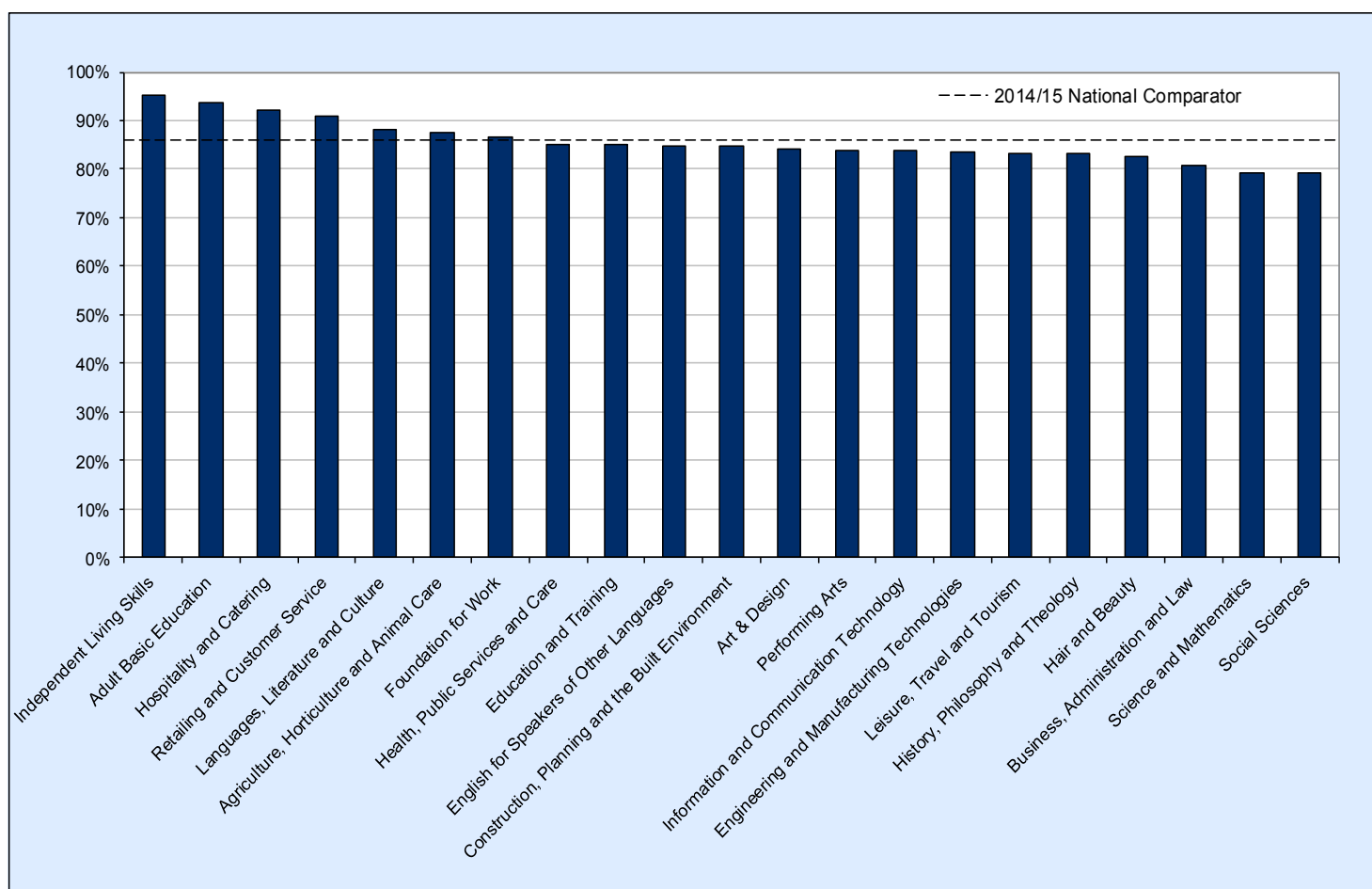
Analysis of FE success rates by learner age group shows that:

- There was no difference in overall success rates for learners aged 18 and under and those aged 19 and over;

- Success rates were the same rates for learners aged 18 and under and those aged 19 and over at notional level 1, higher for learners aged 19 and over at notional level 2 and higher for learners aged 18 and under at notional level 3;

- Learners aged 19 and over had higher success rates for Entry level but not for 'Short course' provision, unlike in the previous year.

See tables 1a – 1c, 2a – 2c and 3 for further information.

Outcomes in work-based learning

Learners on apprenticeship programmes have to achieve a range of qualifications in order to gain the full apprenticeship 'framework'. In 2014/15, 82 per cent of learners across all Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship programmes achieved this.

In 2012/13, an increase in the number of apprenticeship programmes ending within 8 weeks without completion was observed. Additionally, this year saw a large increase in the number of transferred apprenticeship programmes. The ongoing impact of these data issues on the apprenticeship framework success rate is outlined in detail on pages 7 to 9 of this release.

For Wales as a whole and for the majority of sector/subject areas, the success rate for Apprenticeships was higher than for Foundation Apprenticeships. Overall, the best performing areas were Education and Training; Agriculture, Horticulture and Animal Care; Engineering and Manufacturing Technologies; and Leisure, Travel and Tourism.

The following chart shows the pattern of framework success rates on apprenticeship programmes.

Chart 3: WBL framework success rates by sector/subject area, 2014/15
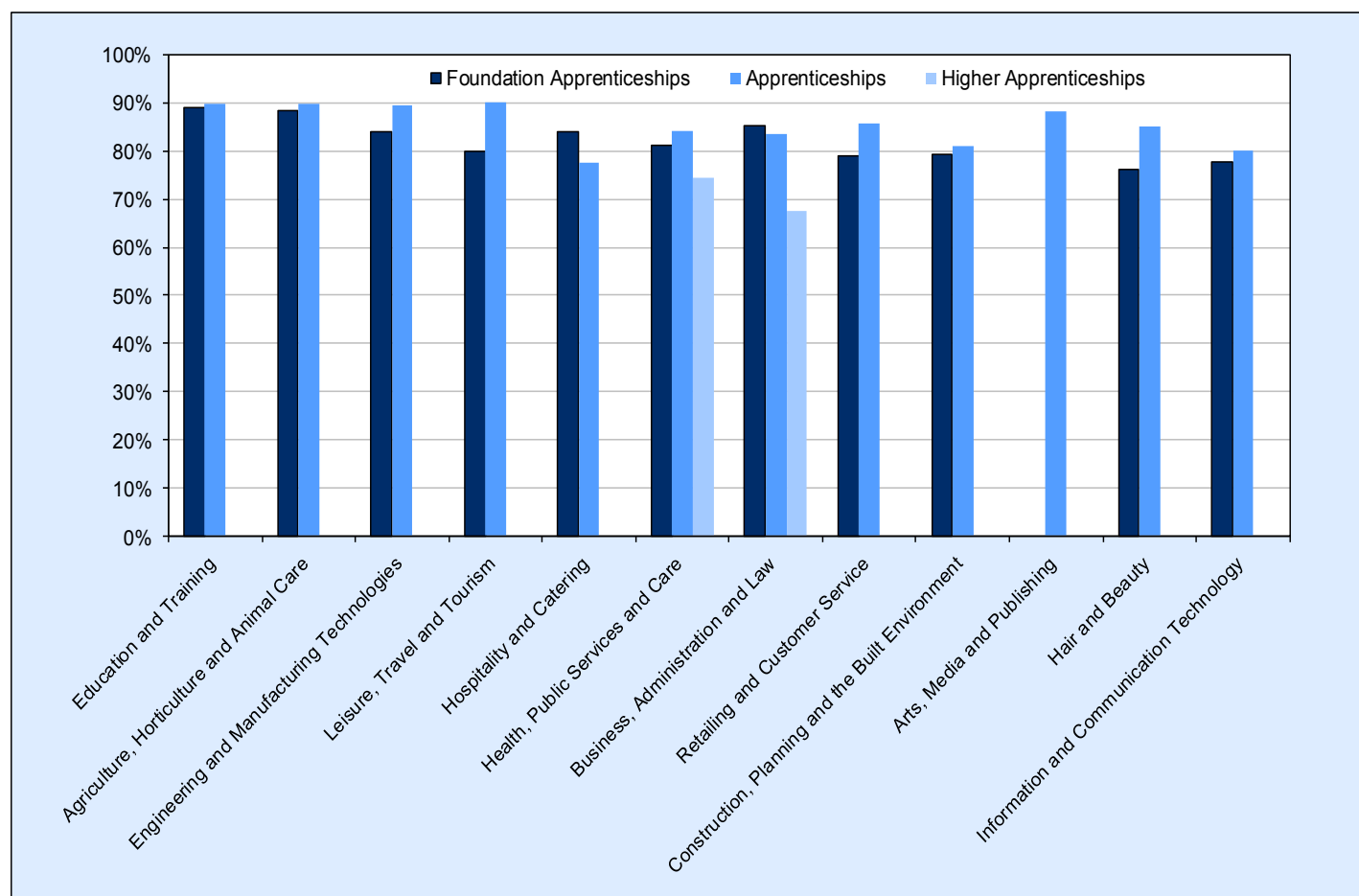
Analysis of learner destinations during the three month period following the end of an Adult Employability programme shows that 57 per cent of leavers from Adult Employability programmes had a positive progression (ie. to employment (including self-employment or voluntary work) or further learning).

See tables 4a – 4d and 5 for further information.

Due to a change in definition during the course of the data collection year it has not been possible to provide information on the destinations of traineeship leavers as in previous years – see Notes for further information.

Outcomes in adult community learning

The following chart shows that there was some variation across the different types of ACL provision for all three learner outcome measures in 2014/15. Further analysis of the underlying data suggests that at least some of this variation can be attributed to inconsistent approaches to the recording of LLWR data. The variation was greater in 2014/15 than in 2013/14, with the 'Other ACL delivered by FEIs' provision having both attainment and success rates that were greater by 10 percentage points than those for the other two types of ACL provisions. Further information is provided in section 4.2 of the notes accompanying this release. Given these issues, caution should be exercised when making comparisons between the different types of ACL provision.

Chart 4: ACL learner outcome measures by type of provision, 2014/15
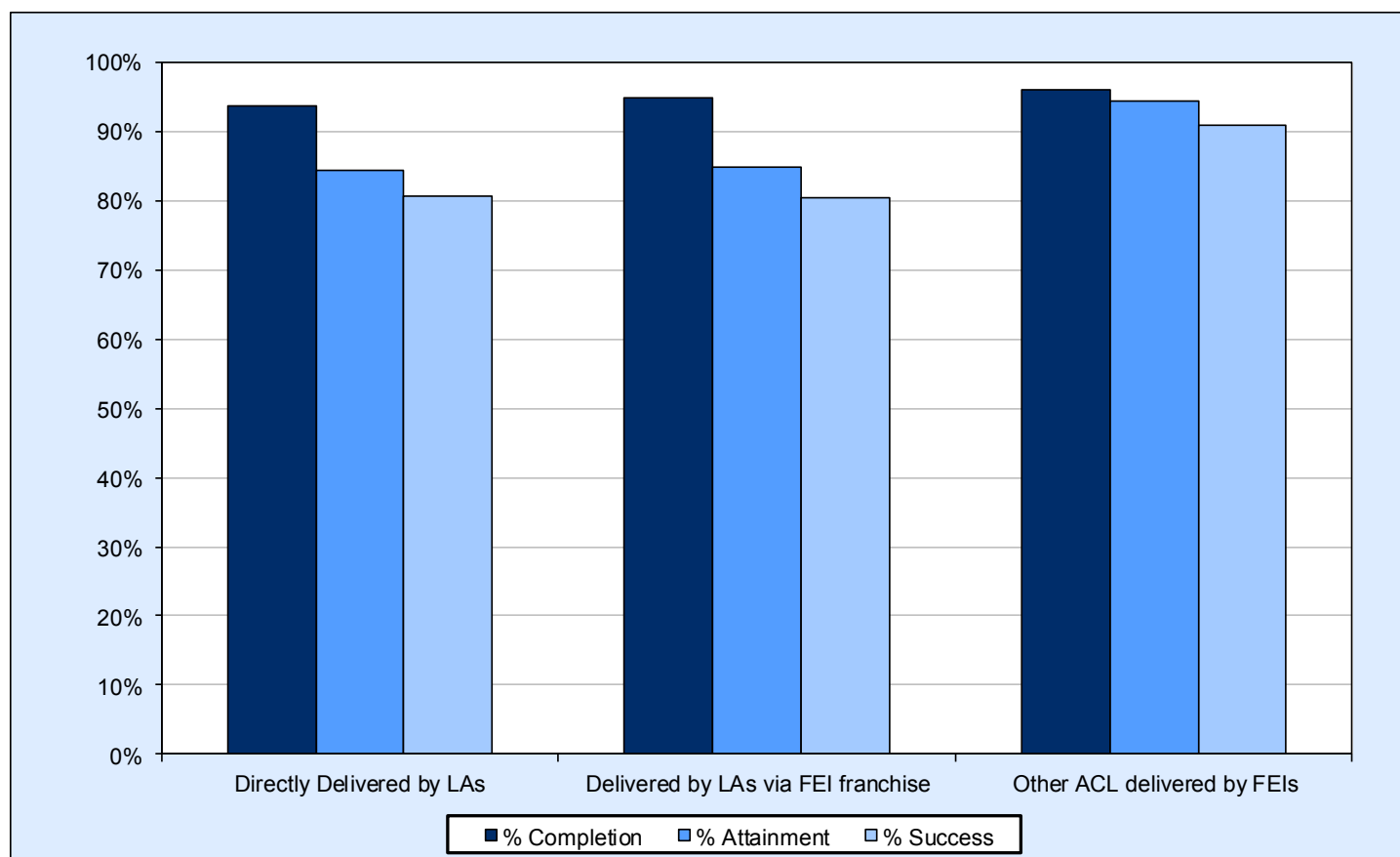
Analysis of learner outcome measures by level and subject (see tables) showed that:

- Completion rates for provision directly delivered by local authorities were highest for level 2 learning aims. Completion rates for provision delivered via a FE institution franchise or other ACL provision delivered by FE institutions were highest for learning aims at other levels and level 2 respectively;

- Success rates for provision directly delivered by local authorities were highest for level 2 learning aims and lowest for learning aims at other levels. Success rates for provision delivered via a FE institution franchise or other ACL provision delivered by FE institutions were highest for level 2 and level 1 learning aims respectively.

- Success rates varied across subject areas. Aside from 'Other' subject area, the highest success rates were in Arts, Media and Publishing; and English for Speakers of Other Languages.

See tables 7, 8 and 9 for further information.

Data Management Principles

In previous years, discussions between officers from Welsh Government and learning providers highlighted some inconsistencies in the way that learner outcomes are recorded. To address these inconsistencies, a set of data management principles was developed in partnership with CollegesWales and issued to FE institutions and WBL providers (in December 2011 and February 2012 respectively).

These principles provided clarification on a number of data management issues, particularly the circumstances in which LLWR records can be deleted as well as on matters such as recording transfers.

Both the deletion of LLWR records and the incorrect recording of transfers can contribute to an undercount of terminated learning activities and/or learning programmes and therefore potentially inflate the success rates detailed within this output.

Analysis has been undertaken to continue to determine the impact of the guidelines on submitted data. The following table compares the number of learning activities in the FE success rate denominator against an earlier freeze of the LLWR data.

Level	No. of Assessable, Terminated Learning Activities		% Difference
	LLWR freeze taken September 2015	Statistical Release freeze (taken February 2016)	
Entry Level	16,225	14,370	-11.5
Level 1	45,820	44,250	-3.4
Level 2	87,765	84,760	-3.4
Level 3	94,885	96,585	1.8
Level 4	1,280	1,130	-11.9
Unknown Level	4,010	3,585	-10.6
Other Short	4,975	4,435	-10.9
All learning aims	**254,970**	**249,105**	**-2.3**

Source: Lifelong Learning Wales Record (LLWR)

This table shows a decrease in the total number of learning activities comprising the FE success rate denominator. However, analysis at an institutional level reveals substantial variation. Just under one third of all institutions have differences of less than ± 3 per cent. But nearly two fifths of institutions have differences of more than ± 8 per cent. This variation indicates the correction of underlying data-issues as well as the consolidation of data following institution mergers.

Similar analysis was also undertaken to compare the numbers of WBL learning programmes against earlier freezes of LLWR data. This analysis showed that the numbers of WBL learning programmes have steadily increased when compared to earlier LLWR freezes. This suggests further completion and correction of data fields (in particular, the end date of learning programme).

Additional analysis was undertaken to specifically investigate the recording of learning programmes and learning activities as transferred or continuing. If a learning activity is recorded as continuing or transferred, it is excluded from learning activity success rates. Similarly, if a learning programme is recorded as continuing or transferred, it is excluded from Apprenticeship framework success rates.

The following two tables show the proportion of FE learning activities and WBL learning programmes that were recorded as continuing or transferred in 2014/15 compared with equivalent data for 2013/14, 2012/13, 2011/12 and 2010/11.

Proportion of FE learning activities recorded as continuing or transferred, by learning aim level and academic year

Level	% of Continuing Learning Activities					% of Transferred Learning Activities				
	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
Entry Level	0.9	0.5	0.4	0.9	0.1	5.8	4.3	3.0	3.5	6.0
Level 1	0.6	0.5	0.5	1.4	0.3	6.4	4.8	4.3	3.9	5.2
Level 2	0.9	0.8	0.7	1.5	0.7	8.2	5.9	4.5	4.1	4.2
Level 3	0.9	0.9	0.8	0.9	1.0	8.3	5.9	5.8	4.0	3.4
Level 4	6.4	4.5	2.3	8.2	9.8	10.9	8.0	15.5	10.2	5.7
Unknown Level	1.1	1.4	0.5	1.2	0.2	2.6	3.6	4.6	1.6	3.7
Other Short	0.3	0.3	0.2	0.3	0.6	0.6	0.3	0.3	0.3	0.2
All learning aims	**0.8**	**0.7**	**0.6**	**1.2**	**0.7**	**6.8**	**5.0**	**4.4**	**3.7**	**4.0**

Source: Lifelong Learning Wales Record (LLWR)

Proportion of WBL apprenticeship programmes recorded as continuing or transferred, by programme type and academic year

Proportion of WBL learning programmes recorded as either continuing or transferred by type and academic year

Type of Learning Programme	% of Continuing Learning Programmes					% of Transferred Learning Programmes				
	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
Foundation Apprenticeship	0.7	0.1	0.1	0.0	0.0	3.7	2.2	4.9	3.9	8.3
Apprenticeship	1.2	0.2	0.2	0.1	0.1	3.1	2.0	4.9	3.4	9.3
All Apprenticeships	**0.9**	**0.1**	**0.1**	**0.1**	**0.1**	**3.4**	**2.1**	**4.9**	**3.7**	**8.7**

Source: Lifelong Learning Wales Record (LLWR)

In general, it seems that the data management principles continue to have some impact on the submission of LLWR data. However, analysis suggests that inconsistencies remain in the recording of data (at least partly attributable due to the consolidation of LLWR returns following provider mergers). This year saw an increase in transferred WBL learning programmes of around 5 percentage points. This is attributable to the start of a new WBL contract period on 1 April 2015 and a requirement placed on providers by the Welsh Government to record learners against the correct WBL provider according to the new contract arrangements. Excluding these transfers, the percentage of transferred WBL learning programmes was 2.6 per cent for 2014/15.

WBL Framework Success Rate

When deriving the WBL apprenticeship framework success rates detailed in tables 4a to 4d of this release, learning programmes are excluded from the calculation in the following circumstances:

- The learning programme is recorded as transferred or continuing at another provider,

- The learning programme ended within 8 weeks without completion ('early drop outs'),

- The learner is recorded as leaving due to redundancy or death.

Analysis is undertaken annually to monitor the numbers of exclusions and determine whether they fall within acceptable thresholds.

A marked increase in 'early drop outs' was observed between 2012/13 and 2013/14, potentially indicating an inflation of the apprenticeship framework success rate for 2012/13. Following careful consideration, the decision to publish this data was made. However, pending further analysis and investigation of this issue, caution in the use of this data was advised.

Following publication, Welsh Government officers liaised with the learning provider network to investigate this issue in detail. In summary, it was felt that the increase in 'early drop outs' was largely attributable to the marked increase in apprenticeship starts (i.e. the number of apprenticeship programmes commencing during the academic year) in 2012/13. Further to this, it was predicted that the proportion of 'early drop outs' would decrease and stabilise in future years. This decrease has been observed over the last two years and is shown in the following table.

The following table shows the numbers and proportions of different types of exclusions in 2014/15 compared with previous years.

Reason for exclusion	2010/11		2011/12		2012/13		2013/14		2014/15	
	No.	%	No.	%	No.	%	No.	%	No.	%
Early drop-out	1,050	**5.7**	830	**4.9**	2,000	**10.6**	1,695	**7.3**	1,120	**4.9**
Continuing learning programme	165	**0.9**	25	**0.1**	25	**0.1**	15	**0.1**	10	**0.1**
Transferred learning programme	635	**3.4**	365	**2.1**	930	**4.9**	845	**3.7**	2,000	**8.7**
Learner redundancy	300	**1.6**	300	**1.8**	390	**2.1**	460	**2.0**	315	**1.4**
Learner death	10	**0.0**	5	**0.0**	*	**0.0**	10	**0.0**	10	**0.0**
Total exclusions	2,150	**11.7**	1,525	**8.9**	3,350	**17.7**	3,030	**13.1**	3,455	**15.1**
Total terminated learning programmes	**18,410**		**17,075**		**18,875**		**23,100**		**22,900**	

Source: Lifelong Learning Wales Record (LLWR)

As anticipated, this table shows that the proportion of 'early drop outs' have decreased between 2012/13 and 2014/15. All other categories of exclusion have also decreased, with the exception of transferred learning programmes. The number of transferred learning programmes in 2014/15 was more than double than in 2013/14. This has resulted in an overall increase in total exclusions of two percentage points between 2013/14 and 2014/15.

The following chart shows the denominator of the framework success rate (i.e. the number of leavers minus early drop-outs and other exclusions) over the last 7 years. It can be seen that the total number of apprenticeship leavers increased markedly between 2012/13 and 2013/14. This was due to an increased investment in apprenticeships over these two years. Since then the total number of apprenticeship leavers has decreased slightly, contrary to the increase in exclusions (those who transferred learning programmes in particular).

Chart 5: Trends in leavers from Apprenticeship programmes
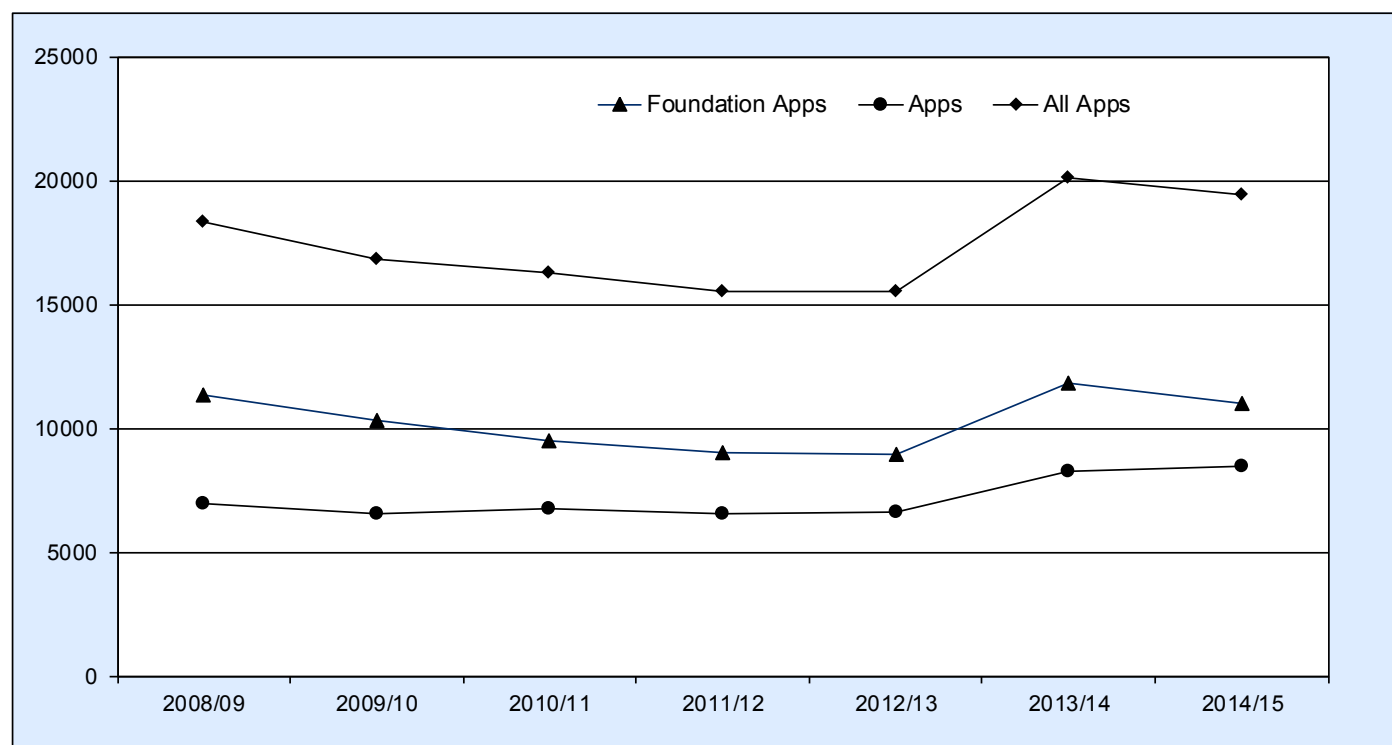
In summary, the feedback from Welsh Government's discussions with the provider network in combination with analysis of the underlying data suggests that the apprenticeship framework success rates detailed in both this release and previous versions of this release are not inflated. However, we will continue to monitor the numbers and proportions exclusions from the framework success rate to ensure that this measure remains robust and fit-for-purpose.

Tables

Table 1a - Completion rates for FE provision by notional level, broad type of learning aim and age group

Level	Type of learning aim	2014/15					
		18 and under		19 and over		All ages	
		Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
Entry Level		**9,420**	**92%**	**8,630**	**95%**	**18,050**	**93%**
Level 1	NVQ[1]	660	88%	565	92%	1,225	90%
	QCF Award	2,110	90%	1,210	89%	3,320	89%
	QCF Certificate	1,230	89%	550	88%	1,785	89%
	QCF Diploma	3,695	87%	965	86%	4,660	87%
	Key Skills / Essential Skills Wales	13,355	90%	3,705	89%	17,055	90%
	Quality Assured Lifelong Learning[2]	1,625	92%	2,645	94%	4,265	93%
	Other	10,805	93%	7,035	94%	17,840	93%
	All	**33,480**	**91%**	**16,675**	**92%**	**50,150**	**91%**
Level 2	GCSE/VCE	2,465	89%	1,585	87%	4,050	88%
	NVQ[1]	1,595	89%	2,540	91%	4,135	90%
	QCF Award	6,465	95%	8,365	97%	14,825	96%
	QCF Certificate	1,565	88%	3,045	86%	4,610	87%
	QCF Diploma	5,145	86%	2,735	83%	7,885	85%
	Key Skills / Essential Skills Wales	23,960	91%	6,545	88%	30,505	91%
	Quality Assured Lifelong Learning[2]	1,345	93%	2,075	93%	3,415	93%
	Other	10,125	91%	5,205	92%	15,330	91%
	All	**52,665**	**91%**	**32,085**	**92%**	**84,755**	**91%**
Level 3	A/AS/A2 Level	20,165	92%	1,185	85%	21,345	92%
	NVQ[1]	285	90%	1,250	89%	1,535	90%
	QCF Award	980	96%	3,250	96%	4,230	96%
	QCF Certificate	1,285	88%	1,445	88%	2,730	88%
	QCF Diploma	11,515	89%	4,475	86%	15,985	88%
	Key Skills / Essential Skills Wales	28,020	94%	5,430	91%	33,455	93%
	Quality Assured Lifelong Learning[2]	1,340	93%	795	96%	2,135	94%
	Other	12,155	91%	4,585	86%	16,740	89%
	All	**75,745**	**92%**	**22,410**	**89%**	**98,155**	**91%**
Level 4+		**15**	*****	**990**	**89%**	**1,005**	**89%**
Level Not Known		**12,355**	**87%**	**6,465**	**88%**	**18,820**	**88%**
Other Short		**2,835**	**100%**	**11,510**	**100%**	**14,345**	**100%**
All learning aims		**186,515**	**91%**	**98,770**	**92%**	**285,285**	**91%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs
[2] Formerly known as OCNs

Table 1b - Attainment rates for FE provision by notional level, broad type of learning aim and age group

Level	Type of learning aim	2014/15					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		**7,150**	**97%**	**5,860**	**96%**	**13,010**	**97%**
Level 1	NVQ[1]	630	*95%*	540	*96%*	1,170	*95%*
	QCF Award	1,920	*91%*	1,080	*89%*	3,005	*90%*
	QCF Certificate	1,170	*95%*	505	*92%*	1,680	*94%*
	QCF Diploma	3,520	*95%*	925	*96%*	4,445	*95%*
	Key Skills / Essential Skills Wales	12,850	*96%*	3,545	*96%*	16,395	*96%*
	Quality Assured Lifelong Learning[2]	1,550	*96%*	2,520	*95%*	4,070	*95%*
	Other	4,455	*96%*	3,200	*97%*	7,655	*97%*
	All	**26,100**	**96%**	**12,315**	**95%**	**38,415**	**95%**
Level 2	GCSE/VCE	2,260	*92%*	1,480	*93%*	3,740	*92%*
	NVQ[1]	1,410	*88%*	2,370	*93%*	3,780	*91%*
	QCF Award	6,155	*95%*	8,065	*96%*	14,220	*96%*
	QCF Certificate	1,330	*85%*	2,835	*93%*	4,165	*90%*
	QCF Diploma	4,470	*87%*	2,500	*91%*	6,970	*88%*
	Key Skills / Essential Skills Wales	22,850	*95%*	6,220	*95%*	29,075	*95%*
	Quality Assured Lifelong Learning[2]	1,245	*93%*	1,905	*92%*	3,150	*92%*
	Other	4,160	*86%*	2,400	*91%*	6,560	*88%*
	All	**43,880**	**93%**	**27,775**	**94%**	**71,655**	**93%**
Level 3	A/AS/A2 Level	17,965	*89%*	1,005	*85%*	18,970	*89%*
	NVQ[1]	280	*98%*	1,185	*95%*	1,465	*95%*
	QCF Award	950	*97%*	2,985	*92%*	3,935	*93%*
	QCF Certificate	1,150	*89%*	1,285	*89%*	2,435	*89%*
	QCF Diploma	10,795	*94%*	4,140	*93%*	14,940	*93%*
	Key Skills / Essential Skills Wales	27,155	*97%*	5,195	*96%*	32,350	*97%*
	Quality Assured Lifelong Learning[2]	1,205	*90%*	735	*92%*	1,940	*91%*
	Other	3,320	*90%*	2,730	*91%*	6,055	*90%*
	All	**62,815**	**93%**	**19,265**	**92%**	**82,080**	**93%**
Level 4+		**10**	***	**850**	**86%**	**860**	**85%**
Level Not Known		**1,180**	**92%**	**1,965**	**98%**	**3,140**	**96%**
Other Short		**445**	**98%**	**3,840**	**97%**	**4,285**	**97%**
All learning aims		**141,575**	**94%**	**71,865**	**94%**	**213,440**	**94%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs
[2] Formerly known as OCNs

Table 1c - Success rates for FE provision by notional level, broad type of learning aim and age group

Level	Type of learning aim	2014/15					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		**7,150**	**90%**	**5,860**	**92%**	**13,010**	**91%**
Level 1	NVQ[1]	630	84%	540	88%	1,170	86%
	QCF Award	1,920	82%	1,080	80%	3,005	81%
	QCF Certificate	1,170	85%	505	81%	1,680	84%
	QCF Diploma	3,520	83%	925	82%	4,445	82%
	Key Skills / Essential Skills Wales	12,850	86%	3,545	85%	16,395	86%
	Quality Assured Lifelong Learning[2]	1,550	88%	2,520	90%	4,070	89%
	Other	4,455	94%	3,200	95%	7,655	94%
	All	**26,100**	**87%**	**12,315**	**87%**	**38,415**	**87%**
Level 2	GCSE/VCE	2,260	81%	1,480	81%	3,740	81%
	NVQ[1]	1,410	79%	2,370	85%	3,780	82%
	QCF Award	6,155	91%	8,065	94%	14,220	92%
	QCF Certificate	1,330	75%	2,835	80%	4,165	78%
	QCF Diploma	4,470	75%	2,500	76%	6,970	75%
	Key Skills / Essential Skills Wales	22,850	87%	6,220	84%	29,075	87%
	Quality Assured Lifelong Learning[2]	1,245	86%	1,905	86%	3,150	86%
	Other	4,160	77%	2,400	83%	6,560	79%
	All	**43,880**	**84%**	**27,775**	**85%**	**71,655**	**85%**
Level 3	A/AS/A2 Level	17,965	82%	1,005	73%	18,970	82%
	NVQ[1]	280	88%	1,185	85%	1,465	85%
	QCF Award	950	92%	2,985	89%	3,935	89%
	QCF Certificate	1,150	79%	1,285	78%	2,435	78%
	QCF Diploma	10,795	84%	4,140	80%	14,940	82%
	Key Skills / Essential Skills Wales	27,155	91%	5,195	87%	32,350	90%
	Quality Assured Lifelong Learning[2]	1,205	83%	735	88%	1,940	85%
	Other	3,320	79%	2,730	75%	6,055	78%
	All	**62,815**	**86%**	**19,265**	**82%**	**82,080**	**85%**
Level 4+		**10**	*****	**850**	**76%**	**860**	**76%**
Level Not Known		**1,180**	**81%**	**1,965**	**92%**	**3,140**	**88%**
Other Short		**445**	**98%**	**3,840**	**96%**	**4,285**	**97%**
All learning aims		**141,575**	**86%**	**71,865**	**86%**	**213,440**	**86%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs
[2] Formerly known as OCNs

Table 2a - Completion rates for FE provision by sector subject area and age group

Sector Subject Area	2014/15					
	18 and under		19 and over		All ages	
	Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
1: Health, Public Services and Care	9,930	*90%*	12,025	*91%*	21,955	*91%*
2: Science and Mathematics	10,440	*92%*	2,825	*88%*	13,265	*91%*
3: Agriculture, Horticulture and Animal Care	1,835	*92%*	2,480	*96%*	4,315	*94%*
4: Engineering and Manufacturing Technologies	5,875	*90%*	5,720	*94%*	11,590	*91%*
5: Construction, Planning and the Built Environment	4,210	*89%*	5,145	*95%*	9,360	*92%*
6: Information and Communication Technology	3,940	*91%*	6,990	*94%*	10,935	*93%*
7: Retail and Commercial Enterprise	5,930	*91%*	8,150	*94%*	14,075	*92%*
7(a): Retailing and Customer Service	450	*91%*	1,715	*95%*	2,165	*94%*
7(b): Hair and Beauty	2,330	*87%*	2,365	*87%*	4,695	*87%*
7(c): Hospitality and Catering	3,145	*94%*	4,070	*97%*	7,215	*96%*
8: Leisure, Travel and Tourism	4,515	*91%*	1,125	*92%*	5,640	*91%*
9: Arts, Media and Publishing	8,890	*90%*	2,405	*90%*	11,295	*90%*
9(a): Performing Arts	2,325	*90%*	440	*85%*	2,770	*89%*
9(b): Art and Design	6,565	*90%*	1,965	*91%*	8,530	*90%*
10: History, Philosophy and Theology	4,195	*91%*	865	*82%*	5,060	*89%*
11: Social Sciences	2,525	*91%*	280	*84%*	2,805	*90%*
12: Languages, Literature and Culture	8,085	*93%*	5,015	*91%*	13,100	*92%*
13: Education and Training	375	*92%*	2,410	*93%*	2,790	*93%*
14: Preparation for Life and Work	109,840	*91%*	34,670	*90%*	144,510	*91%*
14(a): Independent Living Skills	605	*96%*	850	*97%*	1,455	*96%*
14(b): Adult Basic Education	8,080	*95%*	5,125	*95%*	13,205	*95%*
14(c): Foundation for Work	101,020	*91%*	27,840	*89%*	128,860	*91%*
14(d): English for Speakers of Other Languages	135	*94%*	855	*92%*	995	*93%*
15: Business, Administration and Law	5,925	*90%*	8,655	*93%*	14,580	*92%*
All sector subject areas	**186,515**	*91%*	**98,770**	*92%*	**285,285**	*91%*

Source: Lifelong Learning Wales Record (LLWR)

Table 2b - Attainment rates for FE provision by sector subject area and age group

Sector Subject Area	2014/15					
	18 and under		**19 and over**		**All ages**	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	7,680	*94%*	8,990	*95%*	16,670	*95%*
2: Science and Mathematics	8,180	*87%*	2,270	*90%*	10,455	*87%*
3: Agriculture, Horticulture and Animal Care	1,695	*94%*	2,120	*93%*	3,815	*93%*
4: Engineering and Manufacturing Technologies	4,885	*89%*	4,705	*94%*	9,590	*91%*
5: Construction, Planning and the Built Environment	3,480	*92%*	3,825	*92%*	7,300	*92%*
6: Information and Communication Technology	3,040	*88%*	3,830	*94%*	6,870	*91%*
7: Retail and Commercial Enterprise	5,510	*96%*	7,460	*96%*	12,970	*96%*
7(a): Retailing and Customer Service	340	*94%*	1,515	*97%*	1,850	*96%*
7(b): Hair and Beauty	2,185	*95%*	2,195	*95%*	4,375	*95%*
7(c): Hospitality and Catering	2,990	*96%*	3,755	*97%*	6,745	*96%*
8: Leisure, Travel and Tourism	3,950	*91%*	925	*93%*	4,875	*91%*
9: Arts, Media and Publishing	7,030	*94%*	1,740	*95%*	8,770	*94%*
9(a): Performing Arts	1,895	*94%*	350	*93%*	2,240	*94%*
9(b): Art and Design	5,135	*94%*	1,390	*95%*	6,530	*94%*
10: History, Philosophy and Theology	3,000	*91%*	395	*94%*	3,395	*91%*
11: Social Sciences	2,215	*88%*	240	*87%*	2,455	*88%*
12: Languages, Literature and Culture	7,335	*96%*	3,290	*94%*	10,625	*95%*
13: Education and Training	170	*95%*	1,885	*92%*	2,055	*92%*
14: Preparation for Life and Work	79,735	*95%*	24,540	*95%*	104,275	*95%*
14(a): Independent Living Skills	305	*96%*	640	*98%*	945	*97%*
14(b): Adult Basic Education	4,335	*98%*	3,405	*96%*	7,745	*97%*
14(c): Foundation for Work	75,035	*95%*	20,005	*95%*	95,040	*95%*
14(d): English for Speakers of Other Languages	60	*94%*	485	*93%*	545	*93%*
15: Business, Administration and Law	3,675	*87%*	5,640	*91%*	9,310	*89%*
All sector subject areas	**141,575**	**94%**	**71,865**	**94%**	**213,440**	**94%**

Source: Lifelong Learning Wales Record (LLWR)

Table 2c - Success rates for FE provision by sector subject area and age group

Sector Subject Area	2014/15					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	7,680	*85%*	8,990	*85%*	16,670	*85%*
2: Science and Mathematics	8,180	*80%*	2,270	*78%*	10,455	*79%*
3: Agriculture, Horticulture and Animal Care	1,695	*86%*	2,120	*88%*	3,815	*88%*
4: Engineering and Manufacturing Technologies	4,885	*80%*	4,705	*87%*	9,590	*84%*
5: Construction, Planning and the Built Environment	3,480	*82%*	3,825	*87%*	7,300	*85%*
6: Information and Communication Technology	3,040	*80%*	3,830	*87%*	6,870	*84%*
7: Retail and Commercial Enterprise	5,510	*87%*	7,460	*90%*	12,970	*88%*
7(a): Retailing and Customer Service	340	*86%*	1,515	*92%*	1,850	*91%*
7(b): Hair and Beauty	2,185	*83%*	2,195	*82%*	4,375	*83%*
7(c): Hospitality and Catering	2,990	*90%*	3,755	*94%*	6,745	*92%*
8: Leisure, Travel and Tourism	3,950	*83%*	925	*85%*	4,875	*83%*
9: Arts, Media and Publishing	7,030	*84%*	1,740	*84%*	8,770	*84%*
9(a): Performing Arts	1,895	*85%*	350	*78%*	2,240	*84%*
9(b): Art and Design	5,135	*84%*	1,390	*85%*	6,530	*84%*
10: History, Philosophy and Theology	3,000	*84%*	395	*77%*	3,395	*83%*
11: Social Sciences	2,215	*80%*	240	*74%*	2,455	*79%*
12: Languages, Literature and Culture	7,335	*90%*	3,290	*85%*	10,625	*88%*
13: Education and Training	170	*87%*	1,885	*85%*	2,055	*85%*
14: Preparation for Life and Work	79,735	*88%*	24,540	*86%*	104,275	*87%*
14(a): Independent Living Skills	305	*95%*	640	*96%*	945	*95%*
14(b): Adult Basic Education	4,335	*95%*	3,405	*93%*	7,745	*94%*
14(c): Foundation for Work	75,035	*87%*	20,005	*85%*	95,040	*87%*
14(d): English for Speakers of Other Languages	60	*87%*	485	*85%*	545	*85%*
15: Business, Administration and Law	3,675	*78%*	5,640	*83%*	9,310	*81%*
All sector subject areas	**141,575**	**86%**	**71,865**	**86%**	**213,440**	**86%**

Source: Lifelong Learning Wales Record (LLWR)

Table 3 - Completion, attainment and success rates for main qualifications in FE by qualification type

Qualification Type	2014/15				
	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Vocational qualifications[1]	38,475	*89%*	35,010	*93%*	*82%*
Academic qualifications[2]	22,135	*91%*	19,780	*89%*	*81%*
All main qualifications	**60,610**	**89%**	**54,790**	**92%**	**82%**

Source: Lifelong Learning Wales Record (LLWR)

[1] including NVQs, Diplomas, Extended Diplomas
[2] Including GCSEs; AS/A/A2 Levels; Access Certificates/Diplomas

Table 4a - Framework success rates for Foundation Apprenticeships by sector subject area and age group

Sector Subject Area	2014/15							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	235	*81%*	770	*77%*	1,300	*84%*	2,305	*81%*
3: Agriculture, Horticulture and Animal Care	80	*80%*	60	*85%*	205	*93%*	345	*88%*
4: Engineering and Manufacturing Technologies	375	*83%*	350	*83%*	395	*88%*	1,120	*85%*
5: Construction, Planning and the Built Environment	550	*77%*	330	*81%*	90	*80%*	970	*79%*
6: Information and Communication Technology	25	*	35	*	160	*77%*	220	*78%*
7: Retail and Commercial Enterprise	755	*76%*	1,055	*78%*	610	*87%*	2,425	*80%*
7(a): Retailing and Customer Service	235	*76%*	580	*77%*	285	*85%*	1,100	*79%*
7(b): Hair and Beauty	370	*75%*	155	*79%*	10	*	535	*76%*
7(c): Hospitality and Catering	150	*80%*	320	*80%*	315	*90%*	790	*84%*
8: Leisure, Travel and Tourism	35	*71%*	60	*79%*	55	*88%*	155	*80%*
9: Arts, Media and Publishing	*	*	*	*	0	*	*	*
13: Education and Training	10	*	15	*	40	*	65	*89%*
15: Business, Administration and Law	260	*85%*	610	*83%*	495	*88%*	1,365	*85%*
All sector subject areas	**2,335**	**79%**	**3,285**	**80%**	**3,360**	**86%**	**8,985**	**82%**

Source: Lifelong Learning Wales Record (LLWR)

Table 4b - Framework success rates for Apprenticeships by sector subject area and age group

Sector Subject Area	2014/15							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	160	*85%*	690	*82%*	1,570	*85%*	2,415	*84%*
3: Agriculture, Horticulture and Animal Care	55	*90%*	30	*	65	*89%*	150	*90%*
4: Engineering and Manufacturing Technologies	255	*89%*	435	*89%*	155	*93%*	845	*90%*
5: Construction, Planning and the Built Environment	225	*78%*	315	*83%*	85	*82%*	625	*81%*
6: Information and Communication Technology	20	*	50	*81%*	150	*79%*	220	*80%*
7: Retail and Commercial Enterprise	115	*82%*	485	*83%*	380	*84%*	980	*84%*
7(a): Retailing and Customer Service	10	*	190	*83%*	260	*89%*	460	*86%*
7(b): Hair and Beauty	85	*84%*	195	*85%*	10	*	295	*85%*
7(c): Hospitality and Catering	15	*	100	*81%*	110	*75%*	225	*78%*
8: Leisure, Travel and Tourism	50	*93%*	65	*88%*	40	*	155	*90%*
9: Arts, Media and Publishing	35	*	25	*	*	*	60	*88%*
13: Education and Training	10	*	80	*90%*	250	*90%*	340	*90%*
15: Business, Administration and Law	40	*	410	*80%*	930	*86%*	1,385	*84%*
All sector subject areas	**965**	**85%**	**2,585**	**83%**	**3,625**	**86%**	**7,175**	**85%**

Source: Lifelong Learning Wales Record (LLWR)

Table 4c - Framework success rates for Higher Apprenticeships by sector subject area and age group

Sector Subject Area	2014/15							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	*	*	145	75%	825	75%	975	75%
3: Agriculture, Horticulture and Animal Care	0	n/a	0	n/a	0	*	0	*
4: Engineering and Manufacturing Technologies	20	*	10	*	*	*	30	*
5: Construction, Planning and the Built Environment	0	n/a	0	n/a	0	n/a	0	n/a
6: Information and Communication Technology	*	*	*	*	0	n/a	*	*
7: Retail and Commercial Enterprise	0	n/a	0	*	*	*	*	*
7(a): Retailing and Customer Service	0	n/a	0	n/a	0	*	0	*
7(b): Hair and Beauty	0	n/a	0	n/a	0	n/a	0	n/a
7(c): Hospitality and Catering	0	n/a	0	*	*	*	*	*
8: Leisure, Travel and Tourism	0	n/a	0	n/a	0	n/a	0	n/a
9: Arts, Media and Publishing	0	*	*	*	0	n/a	*	*
13: Education and Training	0	n/a	0	n/a	0	n/a	0	n/a
15: Business, Administration and Law	*	*	45	68%	570	67%	615	68%
All sector subject areas	**25**	*****	**215**	**74%**	**1,405**	**71%**	**1,645**	**72%**

Table 4d - Framework success rates for All Apprenticeships by sector subject area and age group

Sector Subject Area	2014/15							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	400	82%	1,605	79%	3,695	82%	5,695	81%
3: Agriculture, Horticulture and Animal Care	135	84%	85	87%	270	92%	490	89%
4: Engineering and Manufacturing Technologies	650	86%	800	86%	550	89%	1,995	87%
5: Construction, Planning and the Built Environment	775	78%	645	82%	180	81%	1,600	80%
6: Information and Communication Technology	50	88%	85	77%	310	78%	445	79%
7: Retail and Commercial Enterprise	870	77%	1,545	80%	995	86%	3,405	81%
7(a): Retailing and Customer Service	245	76%	770	78%	545	87%	1,560	81%
7(b): Hair and Beauty	455	77%	355	83%	20	*	830	79%
7(c): Hospitality and Catering	170	80%	420	80%	430	85%	1,020	82%
8: Leisure, Travel and Tourism	90	82%	130	84%	95	89%	310	85%
9: Arts, Media and Publishing	35	*	25	*	*	*	65	79%
13: Education and Training	25	*	95	90%	290	91%	405	90%
15: Business, Administration and Law	305	85%	1,065	81%	2,000	80%	3,365	81%
All sector subject areas	**3,330**	**81%**	**6,085**	**81%**	**8,390**	**83%**	**17,805**	**82%**

Table 5 - Destinations of Adult Employability[1] leavers in three month period following end of programme

Destination	2014/15					
	Work Focussed Learning		Routeways to Work		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	0	*0%*	0	*0%*	0	*0%*
New programme of learning at the same level	110	*6%*	0	*0%*	110	*6%*
Progressed to learning at a higher level	35	*2%*	*	*2%*	35	*2%*
Full time employment	500	*27%*	25	*41%*	525	*28%*
Part time employment	15	*1%*	0	*0%*	15	*1%*
Self-employment	20	*1%*	0	*0%*	20	*1%*
Voluntary Work	335	*18%*	*	*6%*	340	*18%*
Seeking work / unemployed	645	*35%*	25	*40%*	670	*36%*
Other	65	*4%*	0	*0%*	65	*3%*
Not Known	95	*5%*	5	*11%*	105	*5%*
Total	**1,820**		**65**		**1,880**	

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes Steps to Employment and Work Ready programmes programmes

Due to a change in definition during the course of the data collection year it has not been possible to provide information on the destinations of traineeship leavers as in previous years – see Notes for further information.

Table 6 - Learning activity success rates for WBL provision by programme, type of learning aim and age group

Type of Programme	Type of learning aim	2014/15					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Foundation Apprenticeship	NVQ[1]	1,620	*80%*	3,090	*86%*	4,710	*84%*
	QCF Award/Certificate/Diploma	2,425	*82%*	7,560	*85%*	9,980	*84%*
	Key Skills/Essential Skills Wales	3,345	*80%*	13,785	*83%*	17,130	*82%*
	Other	20	*	10	*	30	*
	All	**7,410**	**80%**	**24,445**	**84%**	**31,855**	**83%**
Apprenticeship	NVQ[1]	595	*83%*	2,875	*86%*	3,470	*86%*
	QCF Award/Certificate/Diploma	865	*88%*	6,545	*87%*	7,410	*87%*
	Key Skills/Essential Skills Wales	1,125	*85%*	12,790	*86%*	13,920	*86%*
	Other	115	*91%*	70	*72%*	180	*83%*
	All	**2,705**	**86%**	**22,280**	**86%**	**24,980**	**86%**
Higher Apprenticeship	NVQ[1]	20	*	585	*71%*	605	*72%*
	QCF Award/Certificate/Diploma	5	*	1,615	*71%*	1,620	*71%*
	Key Skills/Essential Skills Wales	25	*	4,240	*73%*	4,265	*73%*
	Other	0	*n/a*	*	*	*	*
	All	**50**	**75%**	**6,445**	**72%**	**6,495**	**72%**
Flexible Learning	NVQ[1]	*	*	210	*89%*	210	*88%*
	QCF Award/Certificate/Diploma	*	*	135	*90%*	140	*90%*
	Key Skills/Essential Skills Wales	0	*n/a*	*	*	*	*
	Other	0	*n/a*	0	*n/a*	0	*n/a*
	All	*****	*****	**350**	**89%**	**350**	**89%**
Traineeship - Engagement	QCF Award/Certificate/Diploma	915	*86%*	0	*n/a*	915	*86%*
	Key Skills/Essential Skills Wales	1,995	*86%*	5	*	2,000	*86%*
	Other	415	*97%*	*	*	420	*97%*
	All	**3,325**	**87%**	**5**	*****	**3,330**	**87%**
Traineeship - Level 1	NVQ[1]	530	*70%*	5	*	535	*70%*
	QCF Award/Certificate/Diploma	2,075	*82%*	30	*	2,105	*82%*
	Key Skills/Essential Skills Wales	2,575	*84%*	35	*	2,615	*84%*
	Other	240	*76%*	*	*	245	*76%*
	All	**5,420**	**81%**	**75**	**79%**	**5,495**	**81%**
Adult Employability[2] - Work Focussed Learning	NVQ[1]	*	*	90	*67%*	95	*67%*
	QCF Award/Certificate/Diploma	40	*60%*	1,275	*83%*	1,315	*82%*
	Key Skills/Essential Skills Wales	30	*	440	*71%*	470	*70%*
	Other	5	*	45	*67%*	50	*68%*
	All	**75**	**63%**	**1,855**	**78%**	**1,930**	**78%**
Adult Employability[2] - Routeways to Work	QCF Award/Certificate/Diploma	15	*	70	*96%*	85	*97%*
	Key Skills/Essential Skills Wales	0	*n/a*	0	*n/a*	0	*n/a*
	Other	0	*n/a*	0	*n/a*	0	*n/a*
	All	**15**	*****	**70**	**96%**	**85**	**97%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs

[2] Includes Steps to Employment and Work Ready programmes

Table 7: Completion, attainment and success rates for ACL provision by type of provision and level

Type of ACL provision	Level	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	Entry Level	1,070	96%	735	88%	84%
	Level 1	2,590	96%	2,230	90%	87%
	Level 2	2,310	98%	2,050	89%	87%
	Other Levels	12,320	92%	1,750	73%	68%
	All	**18,285**	**94%**	**6,765**	**84%**	**81%**
Delivered by local authorities via a franchise arrangement with an FE institution	Entry Level	4,390	94%	3,550	86%	81%
	Level 1	3,825	95%	3,070	83%	79%
	Level 2	3,700	96%	3,045	85%	82%
	Other Levels	580	97%	340	82%	80%
	All	**12,500**	**95%**	**10,010**	**85%**	**81%**
Other ACL delivered by FE institutions	Entry Level	15,945	96%	12,360	95%	91%
	Level 1	18,540	96%	16,575	96%	92%
	Level 2	9,455	97%	8,655	93%	90%
	Other Levels	14,410	96%	2,520	90%	85%
	All	**58,350**	**96%**	**40,110**	**94%**	**91%**
All provision types	Entry Level	21,405	95%	16,645	93%	88%
	Level 1	24,955	96%	21,875	93%	89%
	Level 2	15,465	97%	13,755	90%	88%
	Other Levels	27,310	94%	4,610	82%	77%
	All	**89,135**	**95%**	**56,885**	**91%**	**88%**

Source: Lifelong Learning Wales Record (LLWR)

Table 8: Completion, attainment and success rates for ACL provision by type of provision and age group

Type of Provision	Age Group	2014/15				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by	18 and under	440	95%	310	85%	82%
local authorities	19 - 24	1,550	92%	885	81%	77%
	25 - 49	8,445	93%	3,480	84%	80%
	50 - 74	7,000	95%	1,905	87%	84%
	75 and over	835	95%	180	89%	88%
	All	**18,285**	**94%**	**6,765**	**84%**	**81%**
Delivered by local authorities	18 and under	520	94%	430	89%	84%
via a franchise arrangement	19 - 24	1,670	95%	1,350	86%	81%
with an FE institution	25 - 49	6,590	95%	5,320	84%	80%
	50 - 74	3,385	95%	2,665	84%	80%
	75 and over	310	95%	220	87%	82%
	All	**12,500**	**95%**	**10,010**	**85%**	**81%**
Other ACL delivered	18 and under	3,450	96%	2,520	96%	93%
by FE institutions	19 - 24	7,700	97%	5,685	95%	92%
	25 - 49	29,750	95%	21,380	95%	90%
	50 - 74	15,500	96%	9,635	94%	91%
	75 and over	1,825	97%	850	94%	91%
	All	**58,350**	**96%**	**40,110**	**94%**	**91%**
All provision types	18 and under	4,410	96%	3,260	93%	91%
	19 - 24	10,920	96%	7,925	91%	88%
	25 - 49	44,790	95%	30,180	91%	87%
	50 - 74	25,885	96%	14,205	91%	87%
	75 and over	2,970	96%	1,250	92%	89%
	All	**89,135**	**95%**	**56,885**	**91%**	**88%**

Source: Lifelong Learning Wales Record (LLWR)

Table 9: Completion, attainment and success rates for ACL provision by level and sector subject area

Level	Sector Subject Area	2014/15				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	1,220	98%	1,045	97%	95%
	Information and Communication Technology	1,165	97%	955	90%	88%
	Languages, Literature and Culture	1,670	93%	425	89%	78%
	Adult Basic Education	6,965	96%	5,025	91%	87%
	English for Speakers of Other Languages	5,580	94%	4,985	93%	88%
	Other	4,805	96%	4,210	94%	90%
	All	**21,405**	**95%**	**16,645**	**93%**	**88%**
Level 1	Arts, Media and Publishing	1,745	96%	1,615	96%	92%
	Information and Communication Technology	3,745	96%	3,135	87%	84%
	Languages, Literature and Culture	655	91%	540	91%	83%
	Adult Basic Education	3,460	95%	2,690	88%	84%
	English for Speakers of Other Languages	3,130	89%	2,520	97%	85%
	Other	12,215	98%	11,375	95%	93%
	All	**24,955**	**96%**	**21,875**	**93%**	**89%**
Level 2	Arts, Media and Publishing	1,085	92%	990	91%	84%
	Information and Communication Technology	1,630	95%	1,335	85%	81%
	Languages, Literature and Culture	245	88%	195	88%	78%
	Adult Basic Education	550	94%	355	76%	72%
	English for Speakers of Other Languages	275	98%	265	96%	94%
	Other	11,675	98%	10,620	91%	90%
	All	**15,465**	**97%**	**13,755**	**90%**	**88%**
Other Levels	Arts, Media and Publishing	6,000	95%	420	92%	88%
	Information and Communication Technology	5,090	94%	475	93%	89%
	Languages, Literature and Culture	1,320	92%	230	97%	84%
	Adult Basic Education	2,420	92%	605	92%	85%
	English for Speakers of Other Languages	1,170	94%	250	95%	92%
	Other	11,305	94%	2,635	75%	71%
	All	**27,310**	**94%**	**4,610**	**82%**	**77%**
All Levels	Arts, Media and Publishing	10,050	95%	4,070	95%	90%
	Information and Communication Technology	11,630	95%	5,895	88%	85%
	Languages, Literature and Culture	3,890	92%	1,390	91%	81%
	Adult Basic Education	13,400	95%	8,675	89%	85%
	English for Speakers of Other Languages	10,155	92%	8,020	95%	87%
	Other	40,005	97%	28,835	91%	89%
	All	**89,135**	**95%**	**56,885**	**91%**	**88%**

Source: Lifelong Learning Wales Record (LLWR)

Notes

1. Data Sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2014/15. It covers further education (FE), work based learning (WBL) and adult community learning (ACL) provision delivered by learning providers funded by Welsh Government. However, the figures are not restricted to fundable provision at those providers.

Data on learners accessing FE, WBL and ACL provision across Wales is submitted electronically to Welsh Government by learning providers via the Lifelong Learning Wales Record (LLWR). This data is used for funding, monitoring performance and outcomes and to inform strategy development. Furthermore, the data provides the official source of statistics on Post 16 (non-higher education) learners in Wales.

Further information on LLWR including user support manuals can be found at:
[Welsh Government - Lifelong Learning Wales Record](#)

Our statement of administrative sources, which also refers to this data source, can be found at:
[Statement of Administrative Sources](#)

2. Definitions

2.1 Terminology

- Data are presented on an 'academic year' basis referring to the period 1 August to 31 July.

- The terms 'learning activity' or 'learning aim' refer to a specific qualification pursued by a learner, for example, an A Level or Key Skill. The term 'learning programme' refers to a group of related learning activities or aims.

2.2 Cohorts

- The base cohorts underpinning tables 1a – 1c, 2a – 2c, 7, 8 and 9 comprise all learning activities that were either expected to complete during the respective academic year or actually ended during the academic year but were expected to complete prior to it.

- The base cohort underpinning table 3 is derived as above but additionally contains only learning activities that have been identified as main qualifications (by the institution submitting data) linked to full-time learning programmes.

- The base cohorts underpinning tables 4a – 4d and 5 comprise all work based learning programmes recorded as ending in the respective academic year.

- The base cohort underpinning table 6 comprises all learning activities associated with work based learning programmes recorded as ending in the respective academic year.

2.3 Provision type

This statistical release includes data on FE provision delivered by FE institutions; WBL provision delivered by contracted lead providers, their consortium members and sub-contractors; and ACL provision delivered by ACL partnerships.

WBL provision is defined as that submitted to the LLWR by a WBL provider or provision at FE institutions comprising a WBL designated learning programme e.g. an Apprenticeship, Foundation Apprenticeship, Higher Apprenticeship, Traineeship or Work Ready programme.

ACL provision is defined in *Delivering Community Learning for Wales* as *"Flexible learning opportunities for adults, delivered in community venues to meet local needs"*. For the purposes of this release, we have focussed on three distinct types of provision:

- ACL directly delivered by local authorities (LAs);
- ACL delivered by LAs via a franchise arrangement with a further education (FE) institution; and
- Other ACL delivered by FE institutions (this includes all provision delivered in Wales by the Workers Education Association (WEA) YMCA Community College Wales).

Other ACL provision delivered by FE institutions is the largest provision type comprising 65 per cent of all ACL provision delivered in Wales. *ACL provision delivered by local authorities via a franchise arrangement with a FE institution* and *ACL provision directly delivered by local authorities* comprised 14 per cent and 21 per cent of all ACL provision respectively.

The following types of provision have been excluded from this release:

- Higher Education (HE) provision delivered by FE institutions.

- Welsh for Adults (WfA) provision submitted to the LLWR by Coleg Gwent.

- Pathways to Apprenticeships provision.

2.4 Completion, Attainment and Success

- The completion rates shown in tables 1a, 2a, 3, 7, 8 and 9 are calculated as the number of learning activities completed divided by the number of learning activities terminated (completed or withdrawn).

- The attainment rates shown in tables 1b, 2b, 3, 7, 8 and 9 are calculated as the number of learning activities attained divided by the number of learning activities completed.

- The success rates shown in tables 1c, 2c, 3, 6, 7, 8 and 9 are calculated as the number of learning activities attained divided by the number of learning activities terminated.

- Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of the attainment and success rate calculations.

- Learning activities recorded as either transferred or continuing are excluded from all calculations.

2.5 Framework Success

- The framework success rates shown in tables 4a – 4d are calculated as the number of learning programmes where the full framework has been achieved divided by the number of learning programmes terminated.

- Learning programmes recorded as either transferred or continuing at another WBL provider are excluded from the calculation. Learning programmes that ended within 8 weeks of commencing without completion are also excluded.

- Learning programmes recorded as terminated due to the learner being made redundant have been excluded from the calculation.

2.6 Other Short learning activities

- Tables 1a – 1c include a line for 'Other Short' learning activities. These are defined as learning activities categorised as 'Other' with an expected length of less than 8 weeks. .

2.7 Learner Age Group

- A learner's age group is calculated from their age at 31 August in the academic year they started learning.

- In tables 1a – 1c and 2a – 2c learners of unknown age are included in the age group 19 and over.

2.8 Sector/Subject Areas

- The sector/subject areas detailed in Tables 2a – 2c, 4a – 4d and 9 are based on the 15 first-tier areas of learning classified by the Office of Qualifications and Examination Regulation (OfQual) and reflect the sub-areas used by Estyn for inspection purposes. The sector/subject areas in table 9 have been grouped to reflect the most popular ACL subject areas.

- The total lines include learning activities with unknown sector/subject areas.

- Apprenticeship programmes have been mapped to sector/subject areas in tables 4a – 4d on the basis of the occupational sector code.

2.9 Early Drop-out

- Learning activities with an expected length of 24 weeks or greater that ended within 8 weeks of their start date without completing have been classified as early drop-outs and excluded from WBL learning activity success rates in table 6 and all learner outcome measures in tables 1a - 1c, 2a – 2b, 3, 7, 8 and 9.

2.10 Destinations

- A change to the data collected on learner destinations via the LLWR was implemented in 2013/14 to identify learners progressing to full-time or part-time employment. As such, the information detailed

in table 5 (formerly table 4b) differs slightly from the version in years prior to 2013/14 and care should be taken when making comparisons across years.

- The basis for collecting information on the destinations of traineeship leavers has changed during the course of the data collection year, to reflect destinations within four weeks rather than within three months, as was the case previously. Due to this change in definition, it has not been possible to provide information on the destinations of traineeship leavers as in previous years.

2.11 Work Ready programme

- The Work Ready programme was introduced partway through 2013/14 and directly replaced the Steps to Employment programme. These programmes are referred to collectively as 'Adult Employability programmes' in tables 5 and 6 of this release.

3. Rounding and Suppression

- All figures in this Statistical Release are rounded to the nearest 5 and therefore there may be apparent slight differences between the sum of the constituent rows/columns and the totals. A '*' represents numbers greater than 0 but less than 5.

- In addition, percentage calculations where the denominator is less than 50 have been suppressed and the percentage replaced with a '*'.

4. Key Quality Information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability.

4.1 Relevance

The measures set out in this publication are primarily used:

- by the Welsh Government to monitor providers' performance and as baseline information to set targets for improvements as part of the Quality and Effectiveness Framework for post-16 learning;
- by Estyn, to inform inspection judgements on Key Question 1 'How well do learners achieve?'; and
- by providers themselves, as a management tool to measure their own performance and benchmark themselves against sector averages, as part of their annual self-assessment cycles.

The Welsh Government and Estyn have a commitment to share data in order to minimise bureaucracy for providers and ensure consistent definitions of performance wherever possible and have worked together closely to develop these measures and a standard format for presenting data.
The measures are also used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;

- Students, researchers, and academics;
- Individual citizens, private companies, and the media.

These statistics are used in a variety of ways. Some examples of these are:

- general background and research;
- inclusion in reports and briefings;
- advice to Ministers;
- to inform and evaluate the education policy-making process in Wales.

4.2 Accuracy

Statisticians within the Welsh Government undertake a process of data-reconciliation ahead of publishing this release. Monthly reconciliation reports detailing provisional learner outcomes figures are issued to FE institutions, WBL providers and local authorities. Data quality issues are then followed up and resolved in liaison with Welsh Government officials.

The following table summarises the improvements to FE institutions' data quality over the last eight years:

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
% of completed, assessable learning activities not linking to an award	13	7	3	3	3	1	1	1
% of completed, assessable learning activities linking to an award where the result is unknown	6	2	2	1	1	1	1	0

Source: Lifelong Learning Wales Record (LLWR)

Pages 5 to 7 of this release also discuss the potential impact to data quality arising from the issue of data management principles to providers during the 2011/12 academic year.

Pages 7 to 9 of this release provide an overview of data-issues relating specifically to the WBL framework success rate measure.

In addition, the following data issues are of particular relevance to tables 7, 8 and 9 of this release:

Non assessable learning activities

Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of attainment and success rate calculations.

Directly delivered local authority provision has a notably high proportion of such activities (57 per cent of terminated learning activities in 2014/15) compared with local authority provision delivered via a franchise arrangement with an FE institution (6 per cent of terminated learning activities) and other ACL provision delivered by FE institutions (27 per cent of terminated activities).

However, further analysis by local authority reveals that the proportion of non-assessable activities varies considerably between providers. This suggests that non-assessable provision is being inconsistently recorded and thereby potentially impacting on attainment and success rates. Learning

activities that have been identified as non-assessable on submission but are subsequently identified to be linked to assessable learning aims are included in the calculation of attainment and success rates.

Level of learning activities

A significant number of local authority learning activities were recorded with a level of 'Not Known' or 'Not Applicable' on LLWR. These learning activities have been categorised as 'Other Levels' in tables 7 and 9 of this release.

Other ACL delivered by FE institutions

For the purposes of this release, this provision has been identified using information recorded in the type of learning programme field. Information on type of learning programme is based on FE institutions' own identification of ACL provision.

4.3 Timeliness and Punctuality

Data for a given academic year are published as soon as possible. The current annual timescale for the production of final learner outcomes data has been agreed in consultation with learning providers and balances timeliness against the need for accurate data-quality in order to underpin robust sector benchmarks. Statistics on a given academic year are drawn from a database based on the LLWR as at February following the end of the academic year. This first release is then produced and published as soon as possible during March/April.

4.4 Accessibility and Clarity

This statistical release is pre-announced and then published on the Statistics and Research section of the Welsh Government website.

4.5 Comparability

Figures in this statistical release are broadly comparable with previous years. Past releases can be accessed via the following link:

[Learner Outcome Measures for Further Education, Work Based Learning and Adult Community Learning - past releases](#)

Note that, prior to 2012/13, data on FE and WBL provision were published separately to ACL provision.

Equivalent data on post-16 learner outcomes in England, Scotland and Northern Ireland can be found via the following links:
[Skills Funding Agency / Department for Business & Skills - Learner participation, outcomes and level of highest qualification](#)

[Scottish Funding Council - Staff and Student Performance Indicators for FE Colleges](#)

[Department for Employment & Learning Northern Ireland - Further Education Performance Statistics](#)

However, due to differences in methodology and data collection, caution should be exercised in making direct comparisons with the figures contained within this release.

5. Additional Information

5.1 Further dissemination of performance measures

Learner Outcomes Reports (LORs) for FE institutions, WBL consortia, other training providers and ACL partnerships will be published by Welsh Government in April 2016:

[Learner Outcomes Reports for Further Education](#)

[Learner Outcomes Reports for Work Based Learning Providers](#)

[Learner Outcomes Reports for Adult Community Learning Partnerships](#)

5.2 Consistent post-16 performance measures

Arrangements for measuring performance in school sixth forms and in further education/work-based learning are currently entirely separate. Performance measures are produced from different data-collection systems using differing analysis methodologies. This means we are unable to compare outcomes in a meaningful way across learner settings, and that learners and parents do not have access to transparent information to inform their choices.

To address this disparity, the Welsh Government is currently working to develop a set of consistent measures for further education institutions and sixth forms to enable the publication of headline and provider level information on an annual basis. Further information about the development of consistent measures for post-16 learning can be found on the [Welsh Government website](#).

OGL

National Statistics status

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.